Policy for Design and Technology

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Reviewer	**Natalie Anslow**

Design and Technology Policy

At Moat Farm Infant School, we believe that Design and Technology is important as it encourages children to develop their designing and making skills that they can combine with specific knowledge and understanding in order to design and make quality products. The process assists children in developing a greater awareness and the understanding of how everyday products and items are designed and made. Children will be taught the technical skills to execute practical tasks and develop confidence in using these skills. Children will be provided with opportunities to problem solve, think creatively and work both as individuals and as members of a team.

Aims

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook
- Encourage children to select appropriate tools and techniques for making a product, whilst following safety procedures

At our school we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of Design and Technology effectively in their everyday lives.

Intent

Our children will be taught Design and Technology in a way that ensures progression of skills and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use Design and Technology across a range of subjects and be creative and solve problems, ensuring that they make progress.

We aim to inspire children to be innovative and creative thinkers, who have the appreciation for the product design cycle, through ideation, creation and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others.

Implementation

We follow a broad and balanced Design and Technology curriculum that builds on previous learning and provides both support and challenge for learners. We follow a Design and Technology scheme (Kapow) that ensures progression of skills and covers all aspects of the Design and Technology curriculum. All classes will have a scheduled Design and Technology unit of work for each term. We want to ensure that Design and Technology is embedded in our whole school curriculum and that opportunities for enhancing learning by using Design and Technology are always taken.

Through Kapow Primary's Design and Technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others. It ensures that skills are being developed in:

• Mechanisms
• Structures
• Textiles
• Cooking and nutrition

Each key area follows the design process (design, make and evaluate) and has particular theme and focus for technical knowledge or cooking and nutrition. The Kapow scheme is a spiral curriculum, with key areas revisited with increasing complexity, allowing pupils to revisit and build on their previous learning. Lessons incorporate independent tasks, paired and group work including practical hands-on, and inventive tasks.

KS1

In KS1 Design and Technology skills are taught through the following stages:

Investigating and evaluating a range of familiar products - Children see, play with and take apart a range of artefacts relevant to the unit of work being undertaken.

Focused practical tasks - Children need to be taught the skills they will need to complete the unit of work. This will introduce children to working characteristics of materials, use of mechanisms and correct use of equipment, tools and materials.

Designing and making - This is the stage when the children bring together the knowledge gained from looking at artefacts and the skills acquired through focused practical tasks to design and make their own product. At this stage they will be involved in planning, talking about ideas and communicating through drawings etc. They will also need reminding of working safely and the correct use of tools and equipment.

Evaluation - This allows children time to consider and reflect on the product they have made both in terms of its success and ways it could be improved. This stage needs to be truly evaluative rather than a recount of how it is made

Children can work independently by solving problems and taking ownership in their learning or collaboratively whereby they may be asked to work as a team to support each other to work towards a goal. Working walls are displayed in classrooms which allows children to consistently see good examples and the vocabulary needed to articulate their opinions in Design and Technology. Teachers refer to the working walls when modelling concepts or solving design problems which is a crucial strategy for enabling pupils to become independent. Children's work is celebrated by putting it on display around school. We hold parent workshops annually for year 1 and year 2 so children can work together with their parent/carer to make and test their designs.

EYFS

In Nursery and Reception children explore and use a variety of media and materials through child initiated and adult led activities. We encourage the development of skills, knowledge and understanding that help the children make sense of their world. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction materials safely and with increasing control. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities indoors and outdoors attract the children's interest and curiosity.

Impact

Our children enjoy and value Design and Technology and know why they are doing things, not just how. Children will understand and appreciate the value of Design and Technology in the context of

their personal wellbeing and the creative and cultural industries and their many career opportunities. Progress in Design and Technology is demonstrated through regularly reviewing children's work, to ensure that progression of skills is taking place. Namely through:

* Looking at pupils' work, especially over time as they gain skills and knowledge
* Observing
* How they perform in lessons and talking to them about what they know

Health and Safety

An important aspect of Design and Technology is the need to develop children's awareness of the need to work safely and with due regard to the health and safety of themselves and others. Children will be shown how to respect and use equipment correctly and will be given the opportunity to practise skills and techniques under supervision. Staff should ensure the correct and safe use of resources and complete a risk assessment where necessary.

Equal Opportunities

There will be equal access to materials and all materials will reflect our multicultural society. Participation by all the children in a wide variety of Design and Technology activities will be encouraged. We must ensure that all children are valued equally. Those children with additional needs are given the same opportunities during Design and Technology sessions. All children in our school are taught Design and Technology and have the chance to experiment and explore. We know that some of our children don't have access to Design and Technology resources at home, therefore we give our children extra opportunities to practise those skills.

Inclusion

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies that are essential to developing a more inclusive curriculum:

• Setting common tasks that are open-ended and can have a variety of responses
• Setting tasks of increasing difficulty where not all children complete all tasks
• Providing a range of challenges with different resources
• Using additional adults to support the work of individual children or small groups
• ICT programmes and appropriate tools and equipment are provided to ensure that all pupils have sufficient access to the Design and Technology curriculum
• Ensuring that children with Special Educational Needs will be given an equal opportunity to study Design and Technology. These children will be provided with all of the necessary materials to succeed and be inspired, supported by their support where necessary.

Assessment and Recording

Formative assessment opportunities will be identified with reference to key skills. We will assess children's work in Design and Technology by making informal judgements as we observe them during each lesson and through discussion with children. Summative assessment will take place on completion of each piece of work. The class teacher will respond to the children's work, identifying areas for development. At the end of each year a written report will be given to parents about their child's achievements in Design and Technology using effort grades for achievement.

The role of the subject lead

- Take the lead in policy development and the production of the content for learning for each year group, to ensure progression and continuity on Design and Technology throughout the school
- Ensure the coverage of skills clearly matches the overarching aims of the National Curriculum
- Work collaboratively as part of a curriculum team to revise the current curriculum provision for non-core subjects
- Support colleagues in their development of planning, implementations of the context for learning and assessment and record keeping
- Monitor progression in Design and Technology and advise SLT on actions needed if necessary
- Take responsibility for the purchase and organisation of central resources for Design and Technology
- Keep up-to-date with developments in Design and Technology education and disseminate relevant information
- Carry out risk assessments
- Gather curriculum plans, samples of pupils' work, classroom displays and discussions with staff and children will be used by the subject lead to evaluate the quality of the Design and Technology curriculum within the school.

The Design and Technology curriculum will contribute to children's personal development in creativity, independence and self-reflection. This will be demonstrated through the children being able to talk confidently about their work and sharing their work with others. Progress will be shown through the outcomes demonstrated within lessons, assessment and within the children's learning journey.